

Closing the Implementation Gap

Presented by

**The Leadership and Learning Center
www.LeadandLearn.com**

(866) 399-6019



Dr. Cathy Lassiter

Dr. Cathy Lassiter is a Professional Development Associate with the Leadership and Learning Center. She supports the Center's work in the areas of accountability planning, data driven decision-making, data teams, the PIM process, and other services. She is able to make this learning relevant to participants as her full time employer, Norfolk City Public Schools, has been in partnership with the Center for ten years and the work is truly embedded in the daily operations of the entire school division.

Dr. Lassiter currently resides in Chesapeake, Virginia and serves the Norfolk Public School system as the Executive Director of Middle Schools. She is responsible for over 7,000 students in nine middle schools. She has held this position for three years. Dr. Lassiter also currently serves as an adjunct professor for The George Washington University teaching graduate courses in educational leadership. Prior to serving in this capacity, she was the Senior Director of Curriculum, Instruction and Staff Development. In this position, she worked with teachers and administrators at the elementary and secondary level.

Dr. Lassiter also has vast experience working with middle and high school students. As a middle school principal, she concentrated on serving the needs of all students by imposing rigorous standards and high expectations. She was named Virginia's Middle School Principal of the Year for the success of her school. As a teacher on the middle and high school levels, she proved her ability to successfully reach students from all backgrounds. She was committed to helping students overcome the challenges found in urban environments.

Dr. Lassiter has presented at numerous national conferences, most notably at the National Center for Accountability and Broad Foundation Symposiums, Education Trust, Stupski Foundation, Council of Great City Schools, The Gallup Organization, and the Virginia Department of Education. She has served as a consultant for the West Virginia Department of Education, and various school districts.

Dr. Lassiter earned her doctorate in Educational Administration and Policy Studies from The George Washington University, and she holds an Education Specialist degree from there as well. She also earned a Master of Science in Curriculum and Instruction, and Bachelor of Science in Secondary Education from Old Dominion University in Norfolk.

Dr. Lassiter possesses a high energy level and an unparalleled commitment to serving students in traditionally underserved populations. She has dedicated her entire 25-year career in public education to providing the highest quality education to all students.

To contact Cathy, email her at: CLassiter@LeadandLearn.com



The Leadership and Learning Center
(866) 399-6019 (303) 504-9312 Fax: (303) 504-9417
317 Inverness Way South, Suite 150
Englewood, CO 80112
[**www.LeadandLearn.com**](http://www.LeadandLearn.com)

Closing the Implementation Gap

Presented by
The Leadership and Learning Center
LeadandLearn.com
866.399.6019

Objectives

- Review and discuss best-practice research on effective instruction and assessment
- Analyze current implementation successes and challenges
- Identify methods and tools to effectively monitor deep implementation of best practices
- Plan next steps for closing the implementation gaps in your organizations
- Connect holistic accountability systems as a lever to closing the implementation gap

Session Overview

- Part I Review of instructional strategies that work
- Part II Methods and tools to close the the implementation gap
- Part III Holistic accountability as a lever for deep implementation
- Part IV Closure

**Goals alone do not enhance
student achievement**

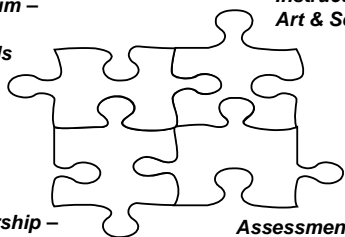
Knowing what to do.....

**Curriculum –
Power
Standards**

**Instruction –
Art & Science**

**Leadership –
Coaching and
Feedback**

**Assessment –
Formative Assessments
Data Teams**



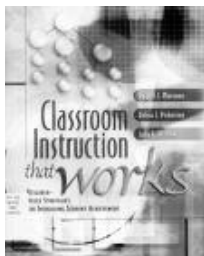
The Leadership and Learning Matrix

Effects/Results Data

Lucky High results, low understanding of antecedents Replication of success unlikely	Leading High results, high understanding of antecedents Replication of success likely
Losing Low results, low understanding of antecedents	Learning Low results, high understanding of antecedents Replication of mistakes unlikely

Antecedents/Cause Data

Research-Based Instruction



Marzano, R., Pickering, D., Pollock, J. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Instructional Strategies That Affect Student Achievement

Similarities & Differences	1.61 ES	31 Studies
Summarizing & Note-Taking	1.0 ES	179 Studies
Effort & Recognition	.80 ES	21 Studies
Homework & Practice	.77 ES	134 Studies

Marzano, R., Pickering, D., Pollock, J. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Instructional Strategies That Affect Student Achievement

Nonlinguistic Representations	.75 ES	246 Studies
Cooperative Learning	.73 ES	122 Studies
Setting Goals & Giving Feedback	.61 ES	408 Studies
Generating & Testing Hypothesis	.61 ES	63 Studies
Questions, Cues & Adv. Organizers	.59 ES	1,251 Studies

Marzano, R., Pickering, D., Pollock, J. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

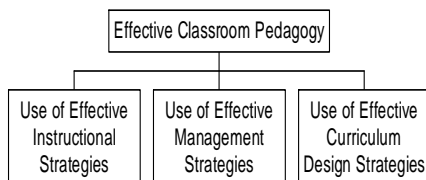
THE ART AND SCIENCE OF TEACHING

A Comprehensive Framework for Effective Instruction



Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: ASCD.

Three Components of Effective Classroom Pedagogy



Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: ASCD.

Organized into 10 Design Questions

- **What will I do to**
 - Establish and communicate learning goals, track student progress & celebrate success
 - Help students effectively interact with new knowledge
 - Help students practice and deepen their understanding of new knowledge
 - Generate and test hypotheses about new knowledge
 - Engage students

Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: ASCD.

10 Design Questions

- **What will I do to**
 - Establish & maintain rules and procedures
 - Recognize & acknowledge adherence or lack of adherence to rules and procedures
 - Establish and maintain effective relationships with students
 - Communicate high expectations for all students
 - Develop effective lessons organized into a cohesive unit

Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: ASCD.

The Thoughtful Classroom

- **Based on five important questions**
 - What skills do students need to develop in order to achieve at high levels?
 - What instructional strategies enable the greatest gains in student performance?
 - How can we address the diversity of our students in a way that is manageable and provides equal opportunity for achievement?
 - How can we design units of instruction that motivate learners with different learning styles and still address the core content and skills students need?
 - How do schools become professional learning communities that support the improvement process?

Strong, H. F. & Silver, R.W. (2006). *Lessons from the thoughtful classroom: Making students as important as standards*. Ho Ho Kus, NJ: The Thoughtful Education Press LLC.



The Thoughtful Classroom

- **Five Pillars of the Thoughtful Classroom**
 - **Pillar I Research-based instructional strategies**
 - Mastering content
 - Reasoning and critical analysis
 - Exploring and synthesizing ideas
 - Collaborating and personalizing learning

Strong, H. F. & Silver, R.W. (2006). *Lessons from the thoughtful classroom: Making students as important as standards*. Ho Ho Kus, NJ: The Thoughtful Education Press LLC.

The Thoughtful Classroom

- **Pillar II Diversity That Works**
 - Master earners
 - Interpersonal learners
 - Understanding learners
 - Self-expressive learners

Strong, H. F. & Silver, R.W. (2006). *Lessons from the thoughtful classroom: Making students as important as standards*. Ho Ho Kus, NJ: The Thoughtful Education Press LLC.

The Thoughtful Classroom

- **Pillar III The Hidden Skills of Academic Literacy**
 - Reading and study skills
 - Reflective skills
 - Thinking skills
 - Communication skills

Strong, H. F. & Silver, R.W. (2006). *Lessons from the thoughtful classroom: Making students as important as standards*. Ho Ho Kus, NJ: The Thoughtful Education Press LLC.

The Thoughtful Classroom

- **Pillar IV Classroom Curriculum Design**
 - Five-room blueprint or unit
 - Foyer: Knowledge Anticipation
 - Library: Knowledge Acquisition
 - Porch: Reflection
 - Workshop: Practical
 - Kitchen: Assessment

Strong, H. F. & Silver, R.W. (2006). *Lessons from the thoughtful classroom: Making students as important as standards*. Ho Ho Kus, NJ: The Thoughtful Education Press LLC.

The Thoughtful Classroom

- **Pillar V Professional Learning Communities / Instructional Learning Teams**
 - Focus on four capacities of teams
 - Focus
 - Collaboration
 - Reflection
 - Adaptability

Strong, H. F. & Silver, R.W. (2006). *Lessons from the thoughtful classroom: Making students as important as standards*. Ho Ho Kus, NJ: The Thoughtful Education Press LLC.

90/90/90 Schools Research

- **90% Low SES**
- **90% Ethnic minority**
- **90% Proficient on outside assessments**

Reeves, D. B. (2004). *Accountability in action: A blueprint for learning organizations* (2nd ed). Englewood, CO: Advanced Learning Press.

90/90/90 Schools Research

- Five common characteristics
 - Laser focus on student achievement
 - Clear curriculum choices — power standards
 - Frequent formative assessments
 - Emphasis on non-fiction writing
 - Collaboratively scored student work

Reeves, D. B. (2004). *Accountability in action: A blueprint for learning organizations* (2nd ed). Englewood, CO: Advanced Learning Press.

In the real world of the classroom, it's CRITICAL MASS that matters.

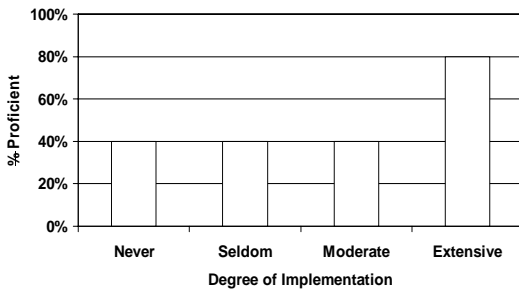
The Central Message Today:

DEEP implementation of a FEW things beats superficial implementation of many things

3-2-1 Table Talk

- 3: Discuss three research-based instructional strategies that you have successfully implemented in the last year
- 2: Give two reasons you believe the strategies worked
- 1: Share one method you used to monitor for deep implementation

“A Little Bit Better” Does Not Work



Reeves, D.B. (2008). *Reframing teacher leadership to improve your schools*. Alexandria, VA: ASCD.

Some Cautionary Notes

- Correlation not causation – NEVER is there ONE cause for ONE effect
- NON-LINEAR relationships – must have DEEP implementation at the 90% level
- Statistical Significance vs. Practical Significance
- 150 analyses – these are only the high points

Most Effective Strategies

- WRITING and note-taking
- RECOGNITION of achievement
- ALIGNMENT of standards, curriculum, instruction, and assessment
- ASSIGNMENT of teachers based on need

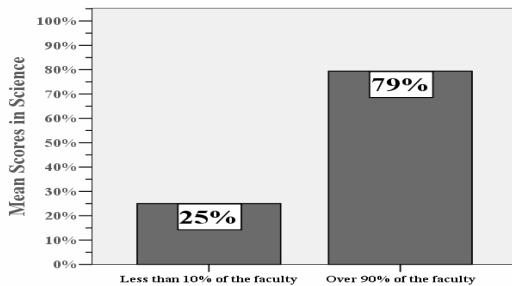
Reeves, D.B. (2008). *Reframing teacher leadership to improve your schools*. Alexandria, VA: ASCD.

Most Effective Strategies

- **DEEP CONTENT ANALYSIS**, including big ideas and essential questions
- **MONITORING** that is frequent and visible
- **INTERDISCIPLINARY** assessment
- **TEACHING STRATEGIES** including comparisons and questions
- **STUDENT ENGAGEMENT**

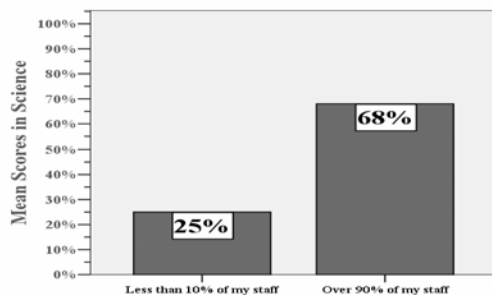
Reeves, D.B. (2008). *Reframing teacher leadership to improve your schools*. Alexandria, VA: ASCD.

Note-Taking



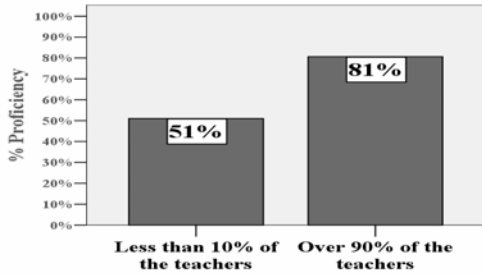
Reeves, D.B. (2008). *Reframing teacher leadership to improve your schools*. Alexandria, VA: ASCD.

Recognition of Achievement



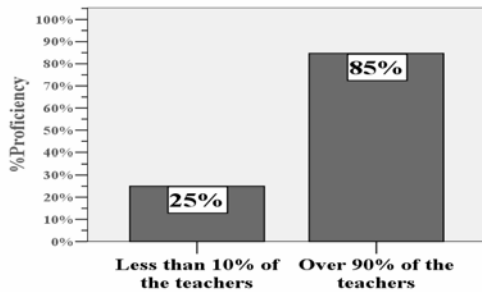
Reeves, D.B. (2008). *Reframing teacher leadership to improve your schools*. Alexandria, VA: ASCD.

Aligned Curriculum, Assessments, Instructions, and Standards



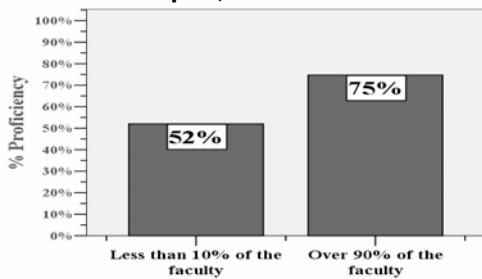
Reeves, D.B. (2008). *Reframing teacher leadership to improve your schools*. Alexandria, VA: ASCD.

Alignment of Curriculum, Assessment, Instruction, and Standards



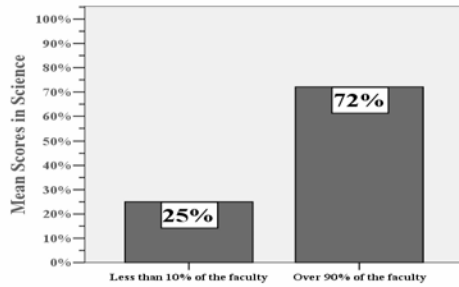
Reeves, D.B. (2008). *Reframing teacher leadership to improve your schools*. Alexandria, VA: ASCD.

Display of Exemplary Student Essays, Science Projects, Charts, Graphs, and Tables



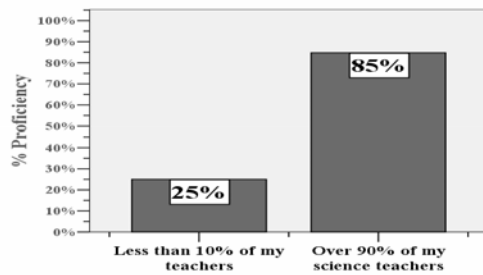
Reeves, D.B. (2008). *Reframing teacher leadership to improve your schools*. Alexandria, VA: ASCD.

Post Clear Objectives for Every Lesson



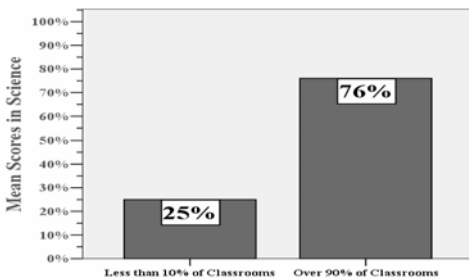
Reeves, D.B. (2008). *Reframing teacher leadership to improve your schools*. Alexandria, VA: ASCD.

Big Ideas and Essential Questions

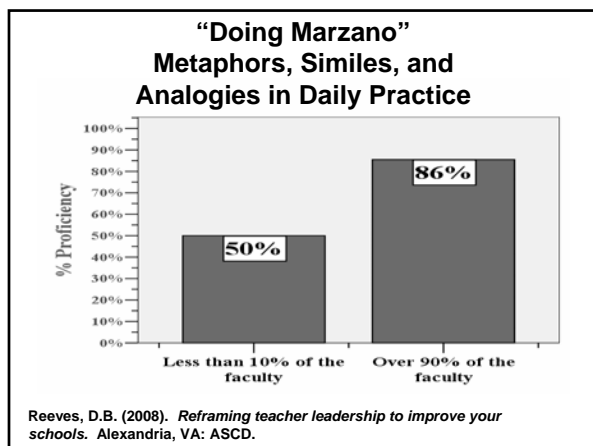


Reeves, D.B. (2008). *Reframing teacher leadership to improve your schools*. Alexandria, VA: ASCD.

Feedback to Staff and Students is Monitored, Measured, and Analyzed



Reeves, D.B. (2008). *Reframing teacher leadership to improve your schools*. Alexandria, VA: ASCD.



The Good News . . . And the Bad

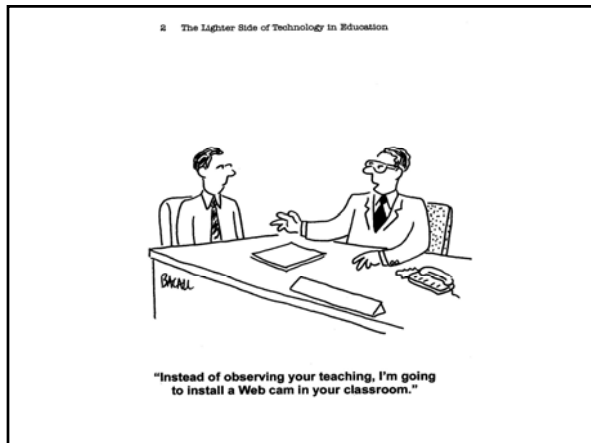
Good News	Bad News
<p>Standards, curriculum, and assessment remain the heart of effective classroom instruction</p> <p>These are core competencies that exist SOMEWHERE in almost every school system</p>	<p>We assume WAY TOO MUCH about the widespread understanding and IMPLEMENTATION of standards and assessment in the classroom</p> <p>The general notion of “we’ve already done standards” is spurious</p>

Pair Share At Your Table

With your partner discuss an instructional practice or program in which much has been invested; time, training, resources & support, but implementation is less than 90%. Estimate the current level of implementation and the evidence you have to support your estimation.

The Leadership Challenge

- Monitoring and measuring the actions of adults for deep implementation of research-based instructional practices which will result in improved student learning



Data Collection for Deep Implementation

- Collaborative development and use of observation rubrics
- Classroom walk-through's
 - By peers
 - By administrators
- Observation guides from accountability and/or school improvement plans

Data Collection for Deep Implementation

- Instructional audits from outside experts
- Observations via digital cameras, palm devises, or web cams
- Frequent feedback and monitoring to the staff
- Follow-up monitoring and reporting of progress

Collaborative Development of Observation Rubrics

- Data analysis of student results
- Team discussion about the fidelity of implementation of instructional strategies
- Development of the rubric
 - Start with characteristics of effective implementation

Observation Rubrics

- Create at least two additional levels
 - Full implementation
 - Partial implementation
 - No implementation
- Include very clear descriptors
- Pilot the instrument in a few classrooms and make adjustments
- Share with the staff in advance and collect the data
- Report the data in a timely manner

Analyze Two Examples

- Questioning Strategies
- Writer's Workshop

Report the Data

- Implementation of effective questioning strategies
 - 10% of the staff demonstrated effective questioning at level 4 of our rubric
 - 20% of the staff scored on level 3
 - The majority of staff, over 60%, were on level 2
 - 12 teachers accepted choral responses
 - 15 teachers failed to provide think time
 - 11 teachers did not connect their questions to the objective

Report the Data

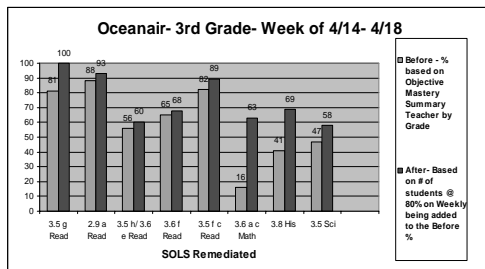
- Effective implementation of Writer's Workshop
 - In our walk-through's today, 30% of our classrooms demonstrated full implementation of all components of the Writer's Workshop
 - However, in 50% of the classrooms there was no evidence of the composition evaluation being completed by the students, and the class chart was not posted



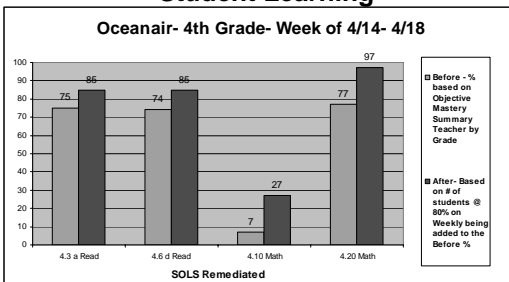
One Principal's Approach

- Collaborated with staff to determine instructional strategies to be used school-wide on a daily basis
- Used frequent formative assessments to track student progress on the state standards
- Engaged the staff in monitoring and tracking the implementation of the strategies
- Shared the data with the team on a weekly basis

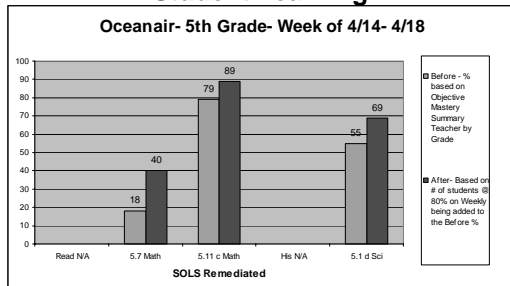
Using the Data: Adult Actions Making a Difference in Student Learning



Using the Data: Adult Actions Making a Difference in Student Learning



Using the Data: Adult Actions Making a Difference in Student Learning



A District Level Process

- Question from the Superintendent
 - What percentage of our teachers are fully implementing the K-2 reading program on a daily basis?
 - Answer: About 75%
 - Question: How do you know it is 75%?
 - Answer: It's an educated guess

Determining the Implementation Level

- Started with a high leverage practice required by the district in all classrooms
- Developed the observation rubric from the requirements in the reading plan
- Piloted the instrument and made revisions based on feedback
- Trained a team of observers
- Collected the data and generated reports

Sharing the Data

- Observation data were reported to staff numerically from rubric in percentages and raw numbers
- Example: “During our classroom sweeps today we found that 40%, or 112 of our teachers fully implemented all components of the shared reading strategy.”

Example on S-3

- Implementation of District Reading Plan: Comparative Report
- Divided into major components
- Contains specific “look for’s”
- Shows progress over time
- Clearly identifies specific areas of weakness and strength

Closing the Implementation Gap K-2 Reading

- The data showed
 - 82% of K classes had the Breakthrough program in use
 - 89% of classrooms had well defined areas for whole and small-group instruction
 - 98% of the classrooms scheduled language arts instruction for 2-2.5 hours per day



Closing the Implementation Gap K-2 Reading

- The data also showed
 - 66% were fully implementing shared reading model
 - 46% of the center work was open ended
 - 70% of classrooms had an appropriate word wall
 - 78% of the teachers engaged students in word study

Closing Your Implementation Gap

- What high-yield instructional strategy will you chose to monitor on a regular basis in order to address your current implementation gap?
- Discuss the necessary elements to fully and effectively implement the strategy
- Describe what process you will use to determine the current level of implementation and how you plan to progress towards 90% implementation
- What support will you need from the district?

Holistic Accountability As a Lever to 90% Implementation

Holistic Accountability

- Includes not only the effects but causes
- Includes not only scores from students but measures of how teachers, school leaders, policymakers, and parents influence the education of children
- Includes not only quantitative data but also a rich description that qualitative information provides
- Includes structures and tools for effective & sustained change

Leadership Accountability

Board, Superintendent, Central Administration & Principals

- Must have accountability goals to insure deep implementation of best instructional practices
- Must use DDDM to analyze the implementation gap
- Must lead discussions using the data and frequently monitor and recognize improvements
- Must direct resources, staff, professional development and other efforts toward the attainment of school and district goals

Central Office Accountability

- Aligns accountability goals with the schools
- Shares accountability for the cause and effect results
- Facilitates deep implementation of best practices
- Builds the capacity of all staff to direct effort and resources to meet student achievement goals



A Note About School Improvement Plans

- Exquisitely formatted planning documents are worse than a waste of time
- “Messy” leadership (i.e. the practice of reviewing data, making midcourse corrections, and focusing decision making on the greatest points of leverage) is superior to “neat” leadership, in which planning, processes, and procedures take precedence over achievement

Reeves, D. B. (2006). *The learning leader*. Thousand Oaks, CA: Corwin Press.

A Note About School Improvement Plans

- The “prettiness” of the plan (i.e. the conformity to format requirements) is inversely (or should we say perversely?) related to student achievement
- Schools achieved great success through a common set of professional and leadership practices, but low scores when conforming with planning format requirements

Reeves, D. B. (2006). *The learning leader*. Thousand Oaks, CA: Corwin Press.

Shared Accountability

- Think about the accountability systems you already have in place
- How do you hold all employees, from the superintendent to the bus drivers, accountable for student learning?
- What can be strengthened to create shared accountability throughout the organization?



Tools for Effective Change & Closing the Implementation Gap

- PIM™ – Planning, Implementation, and Monitoring
- Leadership Maps™
- Holistic Accountability

Tool #1 for Effective Change PIM™ – Planning, Implementation, and Monitoring

- *Double-blind rubric for assessing school plan quality*
- *Differentiate between format and effectiveness*
- *Validate the work of teachers and leaders*

PIM™ Effectiveness

- Independent study after three years of PIM™ – *“Even after controlling for demographic factors, high PIM™ scores are consistently associated with gains in student achievement. In particular, school plans with specific and measurable goals for both student and adult performance, with regular monitoring and feedback, are strongly associated with improved student results.”*

Tool #2 for Effective Change Leadership Maps™

- 100 Factors synthesized from research – Marzano, Lencioni, Reeves, DuFour, Schmoker, etc.
- Focus on the degree of implementation
- Map every school and central office department
- Track progress DURING THE YEAR – not just after test scores come out

Leadership Maps™ in Action

- Horizontal precedes vertical – leadership actions precede student achievement
- Factors are the horizontal axis – degree of implementation
- Student achievement is the vertical axis
- Where is the leadership leverage?

Tool #3 for Effective Change Holistic Accountability

- “Science Fair for Adults”
- The single best spur to professional conversations around specific teaching and leadership practices
- Remove the excuses
- Local evidence trumps outside experts

Evaluation and Feedback

Your ideas and reflections are important to us.
Please take time to complete the short
evaluation form in the packet and leave it
on the table. Please leave your business
card with questions.

Thank You!

The Leadership and Learning Center

866.399.6019

LeadandLearn.com

IMPLEMENTATION RUBRIC
QUESTIONING STRATEGIES: SECONDARY

- 1 = _____ There is no evidence of questioning during the lesson.
 _____ Teacher talk dominates the lesson.
 _____ Students are not provided with the opportunity to discuss the topic.
- 2 = _____ Questions are asked by the teacher.
 _____ Questions are convergent.
 _____ Divergent questions are not posed by the teacher.
 _____ Ineffective questioning techniques are utilized by the teacher.
 _____ Choral responding is used inappropriately during questioning.
 _____ Students are not provided the opportunity to process and respond to the question posed.
 _____ Students are identified prior to the question being asked.
 _____ No evidence of pre-planning questions.
 _____ Questions lack logical flow.
 _____ Questions do not have a clear connection to topic.

Script questions here:

- 3 = _____ Effective questioning is evident.
 _____ Numerous questions are divergent.
 _____ Clear evidence of appropriate questioning strategies and implementation.
 _____ Teacher's questions focus on metacognition.
 _____ Teacher provides adequate wait-time for students.
 _____ Students are cued in an appropriate manner.
 _____ Teacher scaffolds additional questions to support student comprehension.
 _____ Students are held accountable for responding to questions.
 _____ Questions require students to explain/justify their responses. Justifications/explanations contain examples from content currently (or previously) studied.
 _____ Clear evidence of planning for questioning utilizing Connecting the Pieces document. (This should be clearly noted on the instructional plan for the day.)

Script questions here:

- 4 = Evidence of each indicator from "3" plus:
- _____ Questions are posed to all students.
 _____ Questions of varying levels of difficulty are posed to various students.
 _____ Students pose convergent and divergent questions related to the content.
 _____ The teacher consistently serves as facilitator and coach during questioning.

Additional Comments:

IMPLEMENTATION RUBRIC
WRITER'S WORKSHOP GRADES 3-5

1 No Implementation	<ul style="list-style-type: none"> ✓ Teacher is aware of the steps in the writing process (pre-writing, drafting, revising, editing, publishing) ✓ Students participate in Daily Language Review (DLR)
2 Little Implementation	<ul style="list-style-type: none"> ✓ <i>All criteria 1 plus</i> ✓ Steps in the writing process are posted around the classroom ✓ Students have knowledge about the steps in the writing process and are able to identify what is required at each step ✓ Teacher provides mini lessons based on data collection from students' writing samples
3 Some Implementation	<ul style="list-style-type: none"> ✓ <i>All criteria 1 & 2 plus</i> ✓ Students are aware of the purpose of the Writer's Workshop and how it is to be orchestrated during the writing block ✓ Status of the Class Chart/System is posted and students determine the "status" of their writings ✓ Teacher & students complete the NPS Composition Evaluation Sheet as they conference about the student's writing throughout the process
4 Ample Implementation	<ul style="list-style-type: none"> ✓ <i>All criteria 1, 2 & 3 plus</i> ✓ Students participate in peer editing and peer revising ✓ Teacher conferences with students at ALL stages of the process ✓ Before publishing, teacher conferences with students for formal assessment ✓ Students' writings are attached from prewriting to publishing ✓ Students' writings are published (scrapbooks, class books, bulletin board displays, school newsletters, taped recordings, oral presentations, etc.) ✓ Students continue the cycle of the Writer's Workshop

IMPLEMENTATION of DISTRICT READING PLAN
Comparative Results Over One Year: Grades K-2

January, 2003, May, 2003 & February, 2004 <i>Jan. 2003 n=182, May n=175 v. Feb. 2004: n=162</i>	1/03	5/03	2/04
Environment/Print			
1. Well-defined areas for whole group instruction and small group work.	75%	85%	89%
2. Routines for literacy instruction are established and followed.	44%	66%	73%
3. Literacy environment is clean and organized.	62%	70%	78%
4. Classroom is print rich.	47%	59%	79%
5. A word wall, organized alphabetically, of high frequency words and words to represent spelling patterns is present.	51%	62%	70%
6. Students' original, current work supporting reading/writing is posted.	17%	37%	52%
7. Classroom library exhibits a variety of reading materials/levels.	45%	66%	73%
8. Breakthrough to Literacy program is in use (K only)	82%	73%	82%
Literacy/Reading Instruction			
Daily components of reading plan are evident and include:			
9. 2 to 2 ½ hours of daily communication skills instruction.	73%	85%	98%
10. Shared Reading	61%	59%	69%
11. Guided Reading	52%	51%	76%
12. Word Study	47%	54%	78%
13. Focus of whole group instruction is the teaching of reading and writing skills/strategies.	51%	54%	76%
14. Focus of small group instruction is the prompting and modeling of reading and writing skills/strategies.	42%	39%	77%
15. Students are working in literacy (reading, writing, listening) centers during teacher-directed small group instruction.	43%	43%	65%
16. Literacy center work is open-ended.	30%	45%	46%
17. Little or no use of worksheets.	37%	49%	57%
18. Effective monitoring of student learning is evident.	35%	55%	69%
19. Student progress in reading is regularly monitored as evidenced by complete K-2 literacy assessment records.	67%	74%	77%
Resources (Appropriate texts are used)			
20. Breakthrough to Literacy books (K Only)	74%	88%	90%
21. Current basal (Harcourt <i>Signatures</i>)	68%	72%	80%

IMPLEMENTATION of DISTRICT READING PLAN
Comparative Results Over One Year: Grades K-2

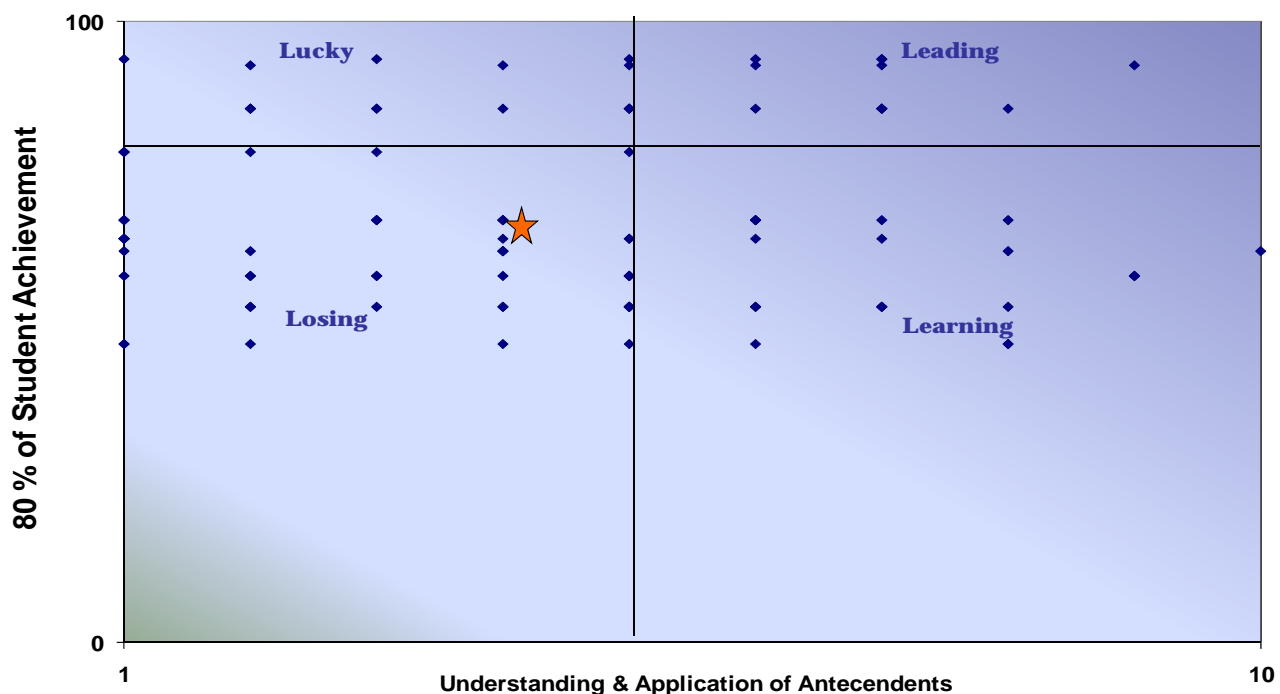
22. Sets of leveled books	55%	67%	79%
23. Big books	57%	69%	68%
Planning/Preparation			
24. All teachers assigned to the classroom have individual lesson plans written for the day.	78%	86%	87%
25. Lesson plans are written for all components of the communication skills block.	41%	57%	65%
26. All teachers assigned to the classroom work directly with students during all components of reading instruction.	79%	87%	93%
27. Grouping for guided reading is based on reading level.	42%	55%	72%
Principal is knowledgeable about the location and role of literacy resource teachers.	81%	88%	100%
Communication Skills specialists are working with students or teachers.	75%	75%	69%
All literacy support teachers are in classrooms working directly with students and teachers:			
A.	81%	63%	92%
B.	62%	64%	71%
C.	44%	17%	100%
D.	33%	67%	100%

School District

Client Name

Leadership Maps™

Leadership-Learning Matrix



Your Leadership Map depicts the relationship between student achievement and professional practices that are known to be related to student achievement. The vertical axis represents the percentage of students who score "proficient" or higher on your state assessments, based on the report of the respondent. The Leadership and learning Center has not independently verified this information. The horizontal axis represents the activities of teachers and school leaders. The items are neither meant to be exhaustive nor to represent the universe of antecedents of excellence. On the contrary, antecedents of excellence are being identified every day, the best of which are quickly replicated across the hall, across town, and across the world. Readers are encouraged to refine their own Leadership-Learning Matrix with those antecedents that have served to predict and anticipate improved achievement. Please share your analysis with the world by contributing your insights to www.leadandlearn.com.

317 Inverness Way South
Suite 150
Englewood, Colorado 80112



Phone: 866-399-6019
Fax: 303-504-9417
www.LeadandLearn.com

PIM™: Planning, Implementation, and Monitoring **How to Transform Building Plans into Student Achievement** **Results**

What is PIM™? PIM™ is a unique service offered by The Leadership and Learning Center for schools, central office departments, and school systems. The PIM™ process includes an intensive review of the school plans, such as the School Improvement Plan, Strategic Plan, Accountability Plan, or other documents required by state or district authorities. The PIM™ process compares each plan to a rubric developed in cooperation with the district and then provides individualized feedback to each building principal, department leader, and superintendent.

How will PIM™ help student achievement? Our analytical process identifies the specific characteristics of building planning, implementation, and monitoring that are associated with student achievement. In most cases, only a few of these characteristics have strong relationships to student achievement. This insight saves time for teachers, principals, and district leaders because it allows them to focus their energy on those professional practices and processes that are most closely related to improving student achievement.

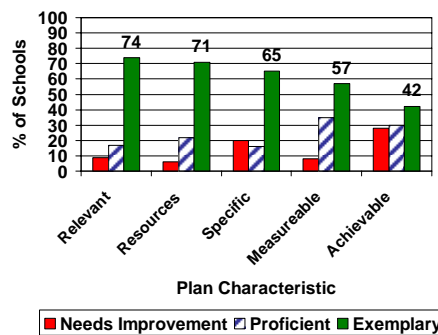
How long does the PIM™ analysis take? Typically we can complete an analysis for an entire school system in less than 60 days from the time we receive the documents. Our written analysis includes an overall district analysis and personalized feedback for each school and central office department that submits a plan.



PIM™ from the Superintendent's Perspective

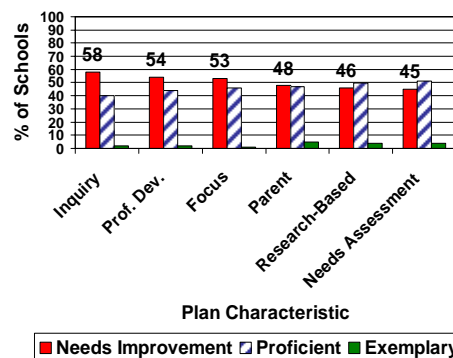
PIM™ from the Superintendent's Perspective

More than 40% of schools rated "exemplary" on these plan characteristics:



PIM™ from the Superintendent's Perspective

More than 40% of schools rated "needs improvement" on these plan characteristics:



Schools that scored highest in terms of inquiry experienced higher achievement gains in 2006. Exhibit 1 illustrates.

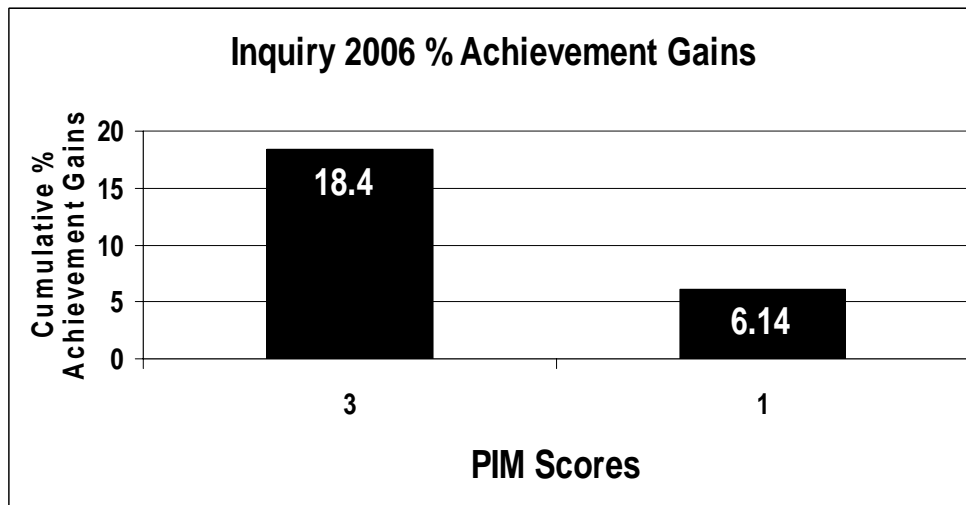


Exhibit 1 Inquiry and Achievement Gains

This domain continues to challenge schools, but those school improvement plans that achieved a three ("Exceeds") designation tend to demonstrate greater gains over time than those schools that do not fully engage in the inquiry process to identify causes that influence student achievement.

When schools achieving "Exceeds Standard" in terms of monitoring were compared with those needing improvement, the contrast is striking. Clearly, schools that focus their energies on quality monitoring and feedback are apt to show greater gains in student achievement.

Planning, Implementation, and Monitoring (PIM™) System

by The Leadership and Learning Center
March 2007

Individual School Report—SAMPLE

INTRODUCTION:

This report reflects an analysis of data, goals, and commentary from your school improvement plan. Our method for assessing your school improvement plan is based on a broad body of research linked to the characteristics in planning, monitoring, and implementation that are most closely related to improvements in student achievement. The purpose of this analysis is to provide constructive and helpful feedback on your school improvement plan. We have made every effort to ensure complete accuracy in this analysis. However, if you notice errors or omissions, please contact The Center.

COMPREHENSIVE NEEDS ASSESSMENT:

This part of your school improvement plan needs improvement. The needs assessment that you noted in your plan includes an analysis of the AYP Report and the Student Performance Data over the past three years. Although this is very good information, there is no evidence in your plan that the school undertakes a comprehensive analysis of the school's instructional and organizational effectiveness. Your data are primarily described in terms of standardized test scores or state-level assessments. Your achievement data should include school-level data that note subgroups and sub-skills as a basis for making classroom and school-level decisions and should be supported by quantitative and qualitative data. Recommendations include:

- Provide data about teaching or the context within which students are learning, such as data about the degree to which specific strategies are implemented and how student achievement data differ based on fidelity of implementation.
- Provide data about the effectiveness of leadership decisions on student achievement school-wide, such as decisions about the use of time, assignment of staff, or allocation of resources.
- Document factors related to achievement, such as attendance, behavior referrals, tardies, degree of school-wide implementations, instructional strategies, or intervention data.
- Enrich the needs assessments by including qualitative data, thereby capturing professional insights to combine with the quantitative data about achievement and teacher practices. To be comprehensive, needs assessment must look at teaching as well as learning; professional insights that only educators can provide are critical.
- Link student achievement needs to the school's capacity to respond, including teacher practices, professional development, resources, experience and training of faculty, and changes in personnel.
- Create a data collection system for common classroom assessments and link the results of those assessment to practice.

INQUIRY PROCESS:

This part of your school improvement plan could be improved, as there is little evidence that the school used the needs assessment results to determine potential cause-and-effect relationships. The plan does set specific goals and targets for students in underperforming groups, and initiatives are identified. However, the plan can be improved with use of the following recommendations:

- Be more specific about factors that contribute to achievement shortfalls (or noted successes), such as teaching strategies, assessment practices, feedback techniques, or delivery of curriculum and pacing, and connect those factors to achievement whenever possible.

- Periodically pause to inquire as to what is working and what is not. As learning communities are implemented, consider structuring time so that teachers examine results and probe to determine causes, and insist that recommendations emerge from these meetings.
- Train the school improvement team or entire faculty in the use of key and simple data tools, such as the Hishakawa Fishbone, to help identify causes and effects.
- Establish a process with which learning communities can examine what is working and what is not working in regard to improved student achievement.
- Determine the degree to which data analysis is actually applied with colleagues and in the classroom.
- Add structured benchmarks frequently, in more areas, and structure and facilitate teacher collaboration around low-achieving groups. This could be accomplished by increasing specific expectations for teacher groups (such as grade levels) and by the systematic creation of common formative assessments across groups.

RESEARCH-BASED STRATEGIES:

This part of your school improvement plan needs improvement. Although strategies and interventions such as use of the Starfish Program, faculty training in data analysis, effective motivation techniques, Six Elements of a Math Lesson, and Daily Guided Practice all affect classroom instruction and student achievement, other research-based strategies should be explored as well. Data teams, power standards, data walls, posting of standards, assessment calendars, collaborative scoring, nonfiction writing, and dual-blocked Math and ELA are all strategies that have a significant impact on student achievement and could be included in your plan in the future.

GOALS:

Goals are examined based on SMART criteria to focus efforts and provide a means for your school to determine the degree to which efforts have been successful (specific, measurable, achievable, relevant, and timely).

SPECIFIC GOALS:

This part of your school improvement plan is well done and meets expectations. Most of the goals and objectives in your plan are specific and are related to individual grade levels, subjects, specific subgroups, content area, and subskills within that content area. By reading the goal or objective, teachers and administrators can identify the most critical standards, skills, and subskills for students to master in order to improve student achievement.

MEASURABLE GOALS:

This part of your school improvement plan is well done and meets expectations. Most of the objectives and goals are measurable and describe quantifiable measures, percentages, or some other numeric system of performance measurement. Most of the goals identify the baseline data needed to measure progress toward achieving the objectives, and include at least two different methods of measuring progress. The plan could be improved significantly by monitoring growth school-wide using assessment data that are more frequently available, such as common assessments and formative/summative assessments by grade level and department, and by setting specific measurable goals for groups of students in test strand areas.

ACHIEVABLE GOALS:

This part of your school improvement plan needs improvement. Your plan's goals and objectives are not sufficiently challenging to close learning gaps in three to five years. Your data could be further disaggregated by academic area, with specific goals set based on each academic area of need (such as

reading for critical analysis and math problem solving). Consider assessing the strengths and weaknesses of the current faculty in light of learning gaps that exist and the skills needed to achieve ambitious and targeted goals. Collaborative structures could be created and made powerful by specifying the subscale skills needs of students (e.g., problem solving) and the teaching strengths in place and needed within the school to close existing learning gaps and increase achievement.

RELEVANT GOALS:

This part of your school improvement plan needs improvement. Several of your plan's objectives generally represent critical needs within the school and will help to narrow the identified achievement gaps among black and economically disadvantaged students. However, there are many other subgroups and subskills that your plan has not addressed. As part of a continuous improvement process, goals should be set over the course of several years and benchmarked frequently. Your plan should include all objectives and goals that will significantly contribute to the school's overall student achievement record.

TIMELY GOALS:

This section of your school improvement plan needs improvement. For example, the plan goals are measured annually, which does not give you frequent enough data to effect midcourse corrections. The plan can be strengthened by creating and utilizing common assessments, by including the number of data collection events in a given year (weekly, monthly, quarterly), by scheduling the occurrence of these assessments more specifically, and, finally, by creating intervention plans based on the data collected.

MASTER PLAN DESIGN:

This section of your school improvement could be significantly improved, as the design is incomplete, with little reference to the purpose of the plan or the means to accomplish the plan. A list of action steps is provided, but the plan is not specific enough about the achievement of goals and does not have a description of a process to be followed to implement the plan. The plan omits reference to timeline sequences, something that helps schools manage their time for greater effectiveness in engaging staff and students, and the list of activities does not make it clear how the implementation of strategies and practices will occur. The timelines given do not indicate use of an improvement cycle (e.g., plan-do-study-act). Little evidence of planned midcourse correction is provided, as lack of detail about assessments and how they will be used precludes midcourse corrections. Increasing the level of detail and specificity in the following areas would improve the plan:

- Make sure that enough steps are outlined so that anyone in the district or school would be able to ensure effective implementation if necessary.
- Include short-cycle assessments, and be specific about their frequency and the plan for the use of the data (such as the formative weekly and monthly common assessments). Make sure monitoring is done on a frequent basis by peers, lead teachers, and administrators to support the effort.
- Become explicit about resources needed, so that your plan is sufficiently detailed. The plan does not include descriptions of money, facilities, and time. There are only general references to time, funds, resources, and staff responsible.

PROFESSIONAL DEVELOPMENT GAPS:

This section of your school improvement plan needs significant improvement. Professional development opportunities are mentioned several times in the action steps, or as action steps themselves, but the plan fails to address professional development in terms of how it will be delivered most effectively and how it is connected directly to student achievement and organizational goals. Here are some suggestions to consider when the plan is rewritten to improve classroom practice and student achievement:

- Make sure that EVERY initiative has appropriate professional development action steps for the "responsible entity." Ask yourselves these questions: "Are all of our goals supported by relevant

professional development?" "How will that professional development occur?" Be specific about how and when it will occur and what support will be provided.

- Create a timeline for professional development and make sure the timeline is appropriate. For example, it is inappropriate to spend several months identifying power standards, as no other work on performance tasks can occur until this is complete. Get this done within a few meetings, and move on to the next piece of work. Return to the action steps and revise the timeline to reflect this need.
- Revise the plan to fully detail the needed resources (financial, time, human, facilities) for each step.
- Review your professional development calendar in detail and ask yourselves how this investment of resources supports your goals. Include specifics about the timing of professional development in your plan.

PROFESSIONAL DEVELOPMENT FOCUS:

This section of your school improvement plan could be significantly improved. The plan fails to address how professional development will be delivered most effectively or why. It appears as though professional development opportunities are made available, but the plan does not go beyond mentioning the offerings and options. Here are some suggestions that could improve your plan and make the most efficient use of limited professional development opportunities:

- Choose two or three areas of professional development and focus on them for a three- to five-year period.
- Make sure the whole school will be focusing on the same two or three strategies. For example, if teachers are learning to implement a new math program, administrators need to be trained in supervising and evaluating the program so as to achieve maximum quality. The evaluation plan mentions the use of formal and informal observations as a source of evaluation data. Make sure that your observers are trained to do this well for each area of professional development.
- Link professional development to needs of students and corresponding skill needs of faculty. If reading for critical analysis and math problem solving are the areas of greatest need, and if students with disabilities constitute the student group for whom the efforts have not closed the gap, then concentrate professional development on reaching these groups and increasing capacity in these content-area skills. Explicitly connect the professional development efforts to the goals, not just to the programs that are in place.
- Take time to investigate and determine the amount of time, practice, reflection, coaching, and assessment the professional development you select will provide and require.

PARENTAL INVOLVEMENT:

This section of your plan needs improvement. Your plan does mention, as a means of evaluation, increasing enrollment in a system-wide Parent Connect project, and contacting parents of black and economically disadvantaged students on a weekly basis about attendance, discipline, and academic reports. However, there are many other ways to engage parents in their children's education that your plan does not mention. You could improve this section by listing parent-friendly ways of communicating with parents, such as newsletters, Web sites, telephone calls, and parent conferences. Monitoring parent participation, identifying parent volunteers for a parent center, and conducting parent workshops all engage parents in the work of the school and supporting their children's education.

MONITORING PLAN:

This section of your school improvement plan could be significantly improved. Although there is some evidence of a review of district and school data over time in the needs assessment, the plan does not include a method for sharing results of data analysis and monitoring. The plan could be improved by added specificity in the following areas:

- After setting specific, measurable goals, monitor at least one teaching practice that is related to those goals, such as implementing PRISM initiatives to increase teacher proficiency in teaching math problem solving. Monitor implementation by teachers of the same course/grade level monthly.
- The data you plan to collect is not always appropriate for what you plan to monitor. For example, you are relying on certain strategies (motivation techniques, data analysis, Starfish Program), so consider collecting data at the classroom level to see what effect these programs are having on teaching practice and student achievement (teacher-made assessments).
- Revisit the data you plan to collect and make sure all of it tells you something about whether classroom instruction and student achievement are improving.
- Revise to include a process for midcourse corrections to the school improvement plan.
- Always include a quantitative method for sharing the results of the data analysis with parents, students, teachers, and others in the school community.

MONITORING FREQUENCY:

This section of your school improvement could be significantly improved. Although specific interventions are connected generally to goals, the plan does not appear to monitor achievement at frequent or specified intervals to provide useful information, and does not monitor correlation to teaching practice. It will be important to enhance the plan by increasing the level of specificity in some of the following areas:

- Revisit your plan and make sure that decisions about monitoring frequency are guided by a rationale that will give you data in a timeline that will allow needed changes to be made.
- Revisit the plan and determine which monitoring activities could be assigned to additional members of the school community (remember, there might be parents, teachers, substitute teachers, or even students who can play a meaningful role in this work).
- Timelines should describe a sequence or cycle of events, with explicit times for completion of action steps. This will focus the implementation and distribute demands of the improvement plan in a feasible way throughout the school year. Although you note many different ways and types of monitoring in your plan, such as lesson plans, agendas, scheduled pacing guides, and others, current timelines for interventions only provide for an annual review of effectiveness.

EVALUATION:

This section of your school improvement plan could be significantly improved. Creating an evaluation plan that allows you to compare the outcomes you planned with those you achieved is critical. This is an important part of the evaluation process, as it allows us to examine why our experience differed from our plans and to more precisely design future plans. If your plan described one or more continuous improvement cycles as a series of action steps with relevant timelines, the plan would have a built-in process for completing initiatives and reflecting on lessons learned. Another component that would help the school make necessary changes would be simply to schedule opportunities throughout the plan to review results. The inclusion of qualitative data sources, such as structured interviews with teachers, is excellent. Finally, it is critical that the results of all the effort of your improvement plan be communicated to parents, students, teachers, and the district. Tell the story of what worked, what didn't, and why. The result will be a much clearer understanding of where to go next to achieve your goals.

CLOSING THE GAP:

This section of your plan needs improvement. You could improve this area significantly by listing more specific goals for groups of underperforming students. Achievement goals that are focused on narrowing learning gaps will ensure that the strategies you have in place for remediation are being effective. Support services are scheduled and available to provide remediation, and some research-based teaching practices are in place. An increased level of specificity about how the strategies will be implemented and monitored is needed for a focused plan.

RELEVANT TERMS:

criterion-referenced assessments: A criterion-referenced assessment has set criteria to be achieved, and therefore the pass-fail aspect of the assessment is the most important aspect. A driving test is a good example of a criterion-referenced assessment. In theory, all students could pass the assessment, or, alternatively, all students could fail the assessment. Many states have implemented criterion-referenced assessments as part of their compliance with the No Child Left Behind Act.

norm-referenced assessments: A norm-referenced assessment expresses the students' scores in rank order, based on a distribution of scores. It is comparative, telling us that one student is better than another student. Normal distribution curves are often associated with norm-referenced assessment. The Stanford 9 and the Iowa Test of Basic Skills are both norm-referenced assessments, through which students are compared to one another.

research-based solutions: The best available empirical evidence for making decisions about how to deliver instruction. Research-based solutions are evaluated on two dimensions: quality, with regard to the merit of the methods used; and relevance. The strategies and practices that a school adopts must, therefore, have been researched with sound methods and be relevant to the goals a district or school has set (NCLB Web site).

goals: Expressions of academic achievement; that is, what students do and achieve.

SMART goals: Goals that are **s**pecific, **m**easurable, **a**chievable, **r**elevant, and **t**imely.

district goals: The district's expectations for student achievement. These are generally tracked yearly.

school goals: Unique strategies and practices the school will adopt in order to achieve the district goals for student achievement. These must be tracked frequently (monthly, quarterly, etc.).

strategies: Actions taken to achieve goals; what educators do to ensure that students achieve.

value-added/growth-over-time assessments: A value-added assessment expresses students' growth over time (the value that the school has added in terms of instruction). It is comparative, telling us that the degree to which an individual or a group of students has improved over time. Value-added assessments require that a baseline assessment be given to students, and that the same assessment tool be used after instruction. This can be done with standardized tests, such as Stanford 9 and the Iowa Test of Basic Skills, or with district or school-developed assessments.



The Leadership and Learning Center

Online Resource Center

consulting | professional development | publishing

Online You Will Find: Answers to FAQ in Education, Articles, Books, Newsletters, and much, MUCH more!

For additional resources please visit LeadAndLearn.com

Focus on Achievement (CPA's Newsletter)

September 2005: Volume 7- No. 1 (PDF)

Featuring: Recipe for Success: Putting it All Together; Questions from the Real World with Lynn Howard; ARRIVE: A Reflection Journal by Dr. Amy Whited and Patricia Trujillo; Norfolk Wins Broad Prize; and more . . .

February 2005: Volume 6 - No. 3 (PDF)

Featuring: Special Ed Practices Good for All Students; Questions from the Real World with Dr. Craig Drennon; Beyond the Numbers by Dr. Stephen White; Center for Performance Assessment releases first volumes in Write to Know series; and more . . .

November 2004: Volume 6 - No. 2 (PDF)

Featuring: Effective Changes at Real Schools; Questions from the Real World with Dr. Angela Peery, Four Books by Dr. Douglas B. Reeves Now Available as Audio CDs; Standards-Based Checklists Offer Convenience, Economy; and more . . .

September 2004: Volume 6 - No. 1 (PDF)

Featuring: Keys for Transformational Schools; Introducing *101 More Questions & Answers about Standards, Assessment, and Accountability*; Second edition of *Accountability in Action* released; Questions from the Real World with Lisa Carbón, and more . . .

February 2004: Volume 5 - No. 3 (PDF)

Featuring: Taking Data Analysis to the Next Level, Best Practices at Sevier School District, *Accountability for Learning*, Questions from the Real World with Peg Portscheller, and more . . .

November 2003: Volume 5 - No. 2 (PDF)

Featuring: The Data Quandary—Year-to-Year or Cohort?, Best Practices at Whittier Union, *Assessing Educational Leaders*, Questions from the Real World with Donna Anderson-Davis, and more . . .

September 2003: Volume 5 - No. 1 (PDF)

Featuring: Data Without Tears—Accountability As a Treasure Hunt, Best Practices at Foust Elementary, NSDC recognizes Learning Connection Online, Questions from the Real World with Stephen White, and more . . .

February 2003 : Volume 4 - No. 3 (PDF)

Featuring: The Leadership-Learning Connection: The Role of System Leadership, Best Practices, New Books from Larry Ainsworth, FAQ with Elaine Robbins Harris, and more . . .

November 2002 : Volume 4 - No. 2 (PDF)

Featuring: The Leadership-Learning Connection: Leadership in the Classroom, Best Practices, FAQ with Stacy Scott, and more . . .

September 2002 : Volume 4 - No. 1 (PDF)

Featuring: The Leadership-Learning Connection: Leadership in the School, Getting Parents Involved in Student Writing, Best Practices, FAQ with Tony Flach, and more . . .

March 2002 : Volume 3 - No. 3 (PDF)

Featuring: Putting It All Together - Part 4: Focused District Leadership: The Key to Unlocking Student Achievement, Best Practices, FAQ with Craig Ross, and more . . .

January 2002 : Volume 3 - No. 2 (PDF)

Featuring: Putting It All Together - Part 3: School Leadership: Time, Focus, Collaboration, and Risk, Best Practices, FAQ with Nan Woodson, and more . . .

November 2001 : Volume 3 - No. 1 (PDF)

Featuring: Putting It All Together - Part 2: The Key to Improved Student Achievement, Best Practices, FAQ with Nan Woodson, and more . . .

E-Mail Newsletters

[December 2005](#)

Featuring: Best Practices at Millennium Middle School; Questions and Answers from the Real World — How frequently should benchmark assessments should be given?; "The 90/90/90 Schools: A Case Study" from *Accountability in Action*; Denver Area Seminars

[October 2005](#)

Featuring: Best Practices at Hazelwood School District; Questions and Answers from the Real World — Involving Community Members in Task Forces?; Norfolk Wins Broad Award; Denver Area Seminars; How to Work Smarter, not Harder

[March 2005](#)

Featuring: Best Practices Update at Wright Elementary and Elkhart Community Schools; Douglas Reeves Keynote in Salem, MA; Questions and Answers from the Real World — Are All Lower Grade Reading/Writing Standards Actually Power Standards?; Participate in New Research Study — "Raising Leaders"; Time Saving Tip for Keeping Up with Research

[February 2005](#)

Featuring: Best Practices at Nogales High School; Questions and Answers from the Real World — Don't All These Assessments Waste Too Much Time?; Write to Know Series; Special Certification Training/Douglas Reeves Keynote Presentation in Salem, MA

[January 2005](#)

Featuring: Best Practices at Pleasant Valley Elementary; Questions and Answers from the Real World — What Lesson Plan Format Is Best?; Staff Developers Day with Dr. Douglas Reeves; Antecedents of Excellence

[December 2004](#)

Featuring: *Phi Delta Kappan* and *Educational Leadership* Print Articles by Douglas B. Reeves, Ph.D.; Effective Changes at Real Schools; Questions and Answers from the Real World — Students Change Each Year; Why Create Pacing Guides?; Excerpt from "Unwrapping" the Standards—The Step-by-Step Process

[November 2004](#)

Featuring: Best Practices at Lawson Elementary; Excerpt from *Beyond the Numbers: Making Data Work for Teachers and School Leaders*; Questions and Answers from the Real World — How Can You Do Collaborative Scoring Between Disciplines?; *Making Standards Work* and Others Now Available as CD Audio Books

[October 2004](#)

Featuring: Best Practices at DuPage 88; Audio clip from *The Leadership-Learning Connection*; Seminars Scheduled, Certification Training Dates Open; Q & A from the Real World — Should Zeros Be Assigned for Missed Work?; Center Introduces Standards-Based Observation Pads

[September 2004](#)

Featuring: Best Practices at Crete-Monee; Excerpt from *Accountability for Learning*; Seminars Scheduled, Certification Training Dates Open; Q & A from the Real World — Should Students Be Held to a One-Size-Fits-All Rubric?; Center Now Offering "Making Student Achievement Work" Posters

[August 2004](#)

Featuring: Best Practices at Village Academy; Excerpt from *Power Standards*; Seminars Scheduled, Certification Training Dates Open; Q & A from the Real World — How Should We Set Up Our Disaggregated Data for Review?; Olympic Gold or a Standards Bar: Why Standards Make Success Possible for All Students

[July, 2004](#)

Featuring: Why We Hate Standards; Excerpt from *Making Standards Work*; New Seminars Scheduled, Certification Training Dates Added; Q & A from the Real World — Holding Students Accountable When They Don't Do the Work

[June, 2004](#)

Featuring: Best Practices at Gainesville City Schools; Excerpt from *Five Easy Steps to a Balanced Math Program*; New Seminars Scheduled, Q & A from the Real World — Is Teaching to the Test Wrong?

[May, 2004](#)

Featuring: Best Practices at Rubidoux High School (CA); Excerpt from *101 More Questions & Answers about Standards, Assessment, and Accountability*; New Seminars Scheduled, Q & A from the Real World

[April, 2004](#)

Featuring: Best Practices in Wayne Township (IN); The White Way to Raise Student Achievement; *Accountability in Action*, an Excerpt; Q & A from the Real World

[March, 2004](#)

Featuring: Wayne Township Receives Magna Award; Best Practices at Upland Unified (CA); The Missing Link in Staff Development; *Accountability for Learning*, an Excerpt; Q & A from the Real World

[February, 2004](#)

Featuring: Best Practices at Elkhart Community Schools (IN); Peg Portscheller on No Child Left Behind, Why, What, and How; *101 More Questions About Standards, Assessment, and Accountability*; Doug Reeves and Anne Fenske Available at Conferences; Center-Hosted Seminars in April; Q & A from the Real World

[January, 2004](#)

Featuring: Best Practices in Orange County (CA); Center Reps Available at Conferences; Using Assessments to Improve Student Learning; Center-Hosted Seminars in April; Q & A from the Real World

[December, 2003](#)

Featuring: Center Moving to New Quarters; Best Practices at Princeton City Schools; Report from the Field—Data Walls, A Success Story; Giving Children a *Reason to Write*; Q & A from the Real World

[November, 2003](#)

Featuring: Center Moving to New Quarters; Best Practices at Wright Elementary; Standards vs. Norms—the Difference; Q & A from the Real World

Articles

– Accountability –

Accountability at a Crossroads. (LNK) Dr. Douglas Reeves, February 2005, *Virginia Journal of Education*

The 90/90/90 Schools: A Case Study. (PDF) Dr. Douglas Reeves, from *Accountability in Action*, 2nd edition

Book Review: *Holistic Accountability* by Dr. Douglas Reeves. (PDF) Reviewed by Cecilia M. Di Bella, Ed.D., October 2002, *School Business Affairs*. Reprinted by permission of the Association of School Business Officials.

Accountability-Based Reforms Should Lead to Better Teaching and Learning - Period. (LNK) Dr. Douglas Reeves, March/April 2002; *Harvard Education Letter*

Clear Answers to Common-sense Questions about Accountability. (LNK) Dr. Douglas Reeves, March/April 2000; *Thrust for Educational Leadership*

How some MPS schools win an 'A' for achievement. (LNK) Alan J. Borsuk, February 14, 1999; *Milwaukee Journal Sentinel*

Accountability Is More Than Test Scores. (LNK) Dr. Douglas Reeves, 1998.

– Assessment –

Book Review: 101 More Questions & Answers about Standards, Assessment, and Accountability by Dr. Douglas Reeves. (LNK) Reviewed by Ronald S. Thomas, February 2005, *The School Administrator*.

Evaluating Administrators. (LNK) Dr. Douglas Reeves, April 2004, *Educational Leadership*.

Book Review: *The Leader's Guide to Standards* by Dr. Douglas Reeves. (LNK) Reviewed by Tom Narak, April 2004, *The School Administrator*.

Straw Men and Performance Assessment. (LNK) Dr. Douglas Reeves, 1998.

Defending Performance Assessments Without Being Defensive. (LNK) Dr. Douglas Reeves, June 1997; *The School Administrator*

– Classroom (Instruction) –

The Case Against the Zero. (PDF) Dr. Douglas Reeves, December 2004, *Phi Delta Kappan*

"If I Said Something Wrong, I Was Afraid." Dr. Douglas Reeves, December 2004/January 2005; *Educational Leadership*

Ideas for Improving High School Reading and Academic Success. (PDF) Research Abstract - Dr. Douglas Reeves, February 2002

Making Standards Work. (LNK) Rebecca Jones, September 2000; *American School Board Journal*

Finishing the Race. (LNK) Dr. Douglas Reeves, May/June 2000; *Educational Leadership*

Putting Cooperative Learning to the Test. (LNK) Laurel Shaper Walters, May/June 2000; *Harvard Education Letter*

Holding Principals Accountable. (LNK) Dr. Douglas Reeves, October 1998; *The School Administrator*

– School Improvement –

Beating the Odds. (PDF) John O. Simpson, January 2003; *American School Board Journal*

No Child Left Behind: New Federal Education Reform. (PDF) Dr. Michael White, Winter 2002; *Ohio School Psychologist*

Three Keys to Professional Development. (LNK) Dr. Douglas Reeves, February 2000; *California Curriculum News Report*

Responding to the Rhetoric of the Radical Right. (LNK) Dr. Douglas Reeves, March 1998; *The School Administrator*

– Standards –

Point Counterpoint: Take Back the Standards. (PDF - 6MB download) (Word doc - 50KB download) Dr. Douglas Reeves and Ron Brandt, January/February 2003; *Leadership*

Galileo's Dilemma: The Illusion of Scientific Certainty in Educational Research. (PDF) Dr. Douglas Reeves, May 8, 2002; *Education Week*

Standards Make A Difference: The Influence of Standards on Classroom Assessment. (LNK) Dr. Douglas Reeves, January 2001; *NASSP Bulletin*

[illegible]